

AMENDED IN SENATE AUGUST 21, 2014

AMENDED IN SENATE MARCH 20, 2014

SENATE BILL

No. 1006

Introduced by Senator Wyland

February 13, 2014

An act to amend Sections 51225.3, 60850, and 60851 of, and to add Section 51008.5 to, the Education Code, relating to school curriculum.

LEGISLATIVE COUNSEL'S DIGEST

SB 1006, as amended, Wyland. School curriculum: American history and government: high school graduation course requirements: high school exit examination.

Existing law requires the adopted course of study for grades 1 to 6, inclusive, and grades 7 to 12, inclusive, to include courses in the social sciences for the purpose of, among other things, providing pupils with a foundation for understanding the history, resources, development, and government of California and the United States of America.

This bill would require the Superintendent of Public Instruction and the State Board of Education to ~~consider methods~~ *devise a curriculum* for enhancing pupil knowledge of, and ~~pride in,~~ *of* our history and form of government and for increasing civic participation. The bill would ~~set forth methods that require~~ the Superintendent and the state board ~~may consider to accomplish these goals, which include, among other things, developing new curriculum frameworks and, if necessary, standards, expanding the time and grades in which American history and government are studied, and requiring a basic understanding of United States history in order to graduate from high school.~~ *to require that high school students demonstrate proficiency in their knowledge of our history, government, and legal system, as it developed over time*

and in comparison to the history, forms of government, and legal systems of other countries.

Existing law requires each pupil completing grade 12 to satisfy certain requirements as a condition of receiving a diploma of graduation from high school. These requirements include the successful passage of the high school exit examination and the completion of designated coursework in grades 9 to 12, inclusive. The coursework requirements include the completion of 3 courses, each course having a duration of one year, in social studies, including United States history and geography, world history, culture, and geography, a one-semester course in American government and civics, and a one-semester course in economics.

Commencing with the 2019–20 school year, this bill would increase this American government and civics course requirement to a one-year course. By increasing this course requirement to one year, the bill would impose additional duties on school districts and would impose a state-mandated local program.

Existing law requires the Superintendent of Public Instruction, with the approval of the State Board of Education, to develop a high school exit examination in English language arts and mathematics in accordance with state academic content standards. Existing law requires, commencing with the 2003–04 school year and each school year thereafter, each pupil completing grade 12 to successfully pass the high school exit examination as a condition of receiving a diploma of graduation or as a condition of graduation from high school. Existing law requires that each pupil take the high school exit examination in grade 10 beginning in the 2001–02 school year and allows each pupil to take the examination during each subsequent administration, until each section of the examination has been passed.

This bill would require the Superintendent, with the approval of the state board, to develop an additional section to be included in the high school exit examination that tests United States history and government in accordance with the statewide academically rigorous content standards for history-social science adopted by the state board, as specified. The bill would require the Superintendent to subject the United States history and government section to specified field testing and review requirements before adoption by the state board. The bill would require the state board, by January 1, 2017, to adopt a United States history and government section developed by the Superintendent for inclusion in the high school exit examination. The bill would require, commencing

with the 2020–21 school year and each school year thereafter, each pupil completing grade 12 to, in addition to successfully passing the English language arts and mathematics sections of the high school exit examination, to successfully pass the United States history and government section adopted by the state board. The bill would require, commencing with the 2018–19 school year, each pupil to take the high school exit examination, including the United States history and government section, in grade 10 and would allow each pupil to take the examination during each subsequent administration, until each section of the examination has been passed. The bill would make conforming changes and other nonsubstantive changes.

The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to these statutory provisions.

Vote: majority. Appropriation: no. Fiscal committee: yes.
State-mandated local program: yes.

The people of the State of California do enact as follows:

1 ~~SECTION 1. Section 51008.5 is added to the Education Code,~~
2 ~~to read:~~
3 ~~51008.5.—(a) The Legislature finds and declares all of the~~
4 ~~following:~~
5 ~~(1) Over the last 20 years and more, high school pupils have~~
6 ~~significantly less knowledge of American history and government~~
7 ~~than previous generations.~~
8 ~~(2) Pupils and young adults over this period know significantly~~
9 ~~less about current events, and they subscribe at a significantly~~
10 ~~lower rate to newspapers and news periodicals.~~
11 ~~(3) Pupils and young adults have, over time, less faith and pride~~
12 ~~in American government and its institutions.~~
13 ~~(4) Pupils and young people vote at significantly lower rates~~
14 ~~than their elders.~~
15 ~~(b) The Superintendent and the state board shall consider~~
16 ~~methods for accomplishing both of the following:~~

1 ~~(1) Enhancing pupil knowledge of, and pride in, our history and~~
2 ~~form of government.~~

3 ~~(2) Increasing all levels of civic participation, from knowledge~~
4 ~~of current events to regular voting in elections.~~

5 ~~(e) To accomplish the goals set forth in subdivision (b), the~~
6 ~~Superintendent and state board may consider the following~~
7 ~~methods:~~

8 ~~(1) Developing new curriculum frameworks and, if necessary,~~
9 ~~standards that engage pupils in learning about American history~~
10 ~~and government from oral histories to biographical sketches and~~
11 ~~age-appropriate descriptions of heroic efforts on the part of~~
12 ~~Americans to build our society and its institutions.~~

13 ~~(2) Expanding the time devoted to the study of American history~~
14 ~~and government and the grades in which that study is provided.~~

15 ~~(3) Developing pride in American values, history, and~~
16 ~~government through the comparative study of other cultures and~~
17 ~~histories.~~

18 ~~(4) Comparing the success of American society and government~~
19 ~~in developing a society governed by the democratically devised~~
20 ~~rule of law with societies that, although desiring to be so governed,~~
21 ~~have struggled to reach this accomplishment.~~

22 ~~(5) Incorporating into the curriculum, at age-appropriate levels,~~
23 ~~the objective analysis of both historical and modern governmental~~
24 ~~policies so that pupils may learn to understand the complexity of~~
25 ~~many issues, to view those policies from different perspectives,~~
26 ~~to consider evidence, and to reach their own conclusions.~~

27 ~~(6) Comparing American and Western democracies and histories~~
28 ~~of those in other regions of the world, and the role that American~~
29 ~~democracy and society may play in modern history.~~

30 ~~(7) Requiring basic understanding of United States history in~~
31 ~~order to graduate from high school.~~

32 ~~SECTION 1. Section 51008.5 is added to the Education Code,~~
33 ~~to read:~~

34 ~~51008.5. (a) The Legislature finds and declares all of the~~
35 ~~following:~~

36 ~~(1) It is essential to the future of American democracy that~~
37 ~~students become educated to participate in our civic life as citizens~~
38 ~~and informed voters.~~

1 (2) *To further the goal of educating future citizens it is necessary*
2 *to provide a complete and meaningful civic education to all*
3 *students.*

4 (3) *Surveys show that high school and college graduates know*
5 *less about American history, government, and the legal system*
6 *than previous generations, and know little of current events.*

7 (4) *The 2010 National Assessment of Educational Progress*
8 *reported that only 24 percent of 12th grade students were at or*
9 *above proficiency in civics knowledge.*

10 (5) *In order to graduate, high school students should be*
11 *proficient in their knowledge of our history, government, and legal*
12 *system, as it developed over time and in comparison to the history,*
13 *forms of government, and legal systems of other countries.*

14 (6) *High school graduates should have familiarity with the*
15 *important issues that will affect their lives, and about which they*
16 *may vote.*

17 (7) *The decline in readership of newspapers and periodicals*
18 *has played a significant role in diminishing public knowledge of*
19 *issues critical to effective citizenship.*

20 (8) *In order to best understand important public issues, to ensure*
21 *an informed electorate, and to encourage widespread readership*
22 *of newspapers in order to maintain familiarity with these issues,*
23 *high school curriculum should include examination of the actions*
24 *of government so that students may learn to understand the*
25 *complexity of many issues, to view them from different perspectives,*
26 *to consider evidence, and to reach their own conclusions.*

27 (9) *The most effective means of encouraging informed citizens*
28 *to vote and otherwise participate in our democratic process is to*
29 *require broad knowledge of public issues.*

30 (b) *The Superintendent and the state board shall consider*
31 *methods for accomplishing both of the following:*

32 (1) *Enhanced pupil knowledge of our history, form of*
33 *government, and legal system compared to that of other nations.*

34 (2) *Increased levels of civic participation, from knowledge of*
35 *current events to regular voting in elections.*

36 (c) (1) *To accomplish the goals set forth in subdivision (b), the*
37 *Superintendent and state board shall devise a curriculum that*
38 *addresses the issues and problems young voters and citizens will*
39 *face and the outcomes of which may have a significant effect on*
40 *their lives.*

- 1 (2) *The curriculum shall include, but shall not be limited to, the*
2 *following broad topics:*
- 3 (A) *The role of free market economies, job creation and growth,*
4 *poverty and its consequences, prosperity and its consequences,*
5 *and global economic effects on investment and job creation.*
- 6 (B) *The impact of the decline in manufacturing in the United*
7 *States, and which policies may be appropriate to address that*
8 *decline.*
- 9 (C) *The role of taxation both of companies and individuals in*
10 *addressing poverty, job creation, and prosperity.*
- 11 (D) *The role of regulation in furthering common good or*
12 *hindering investment and job creation.*
- 13 (E) *The role of education in job attainment, individual economic*
14 *success, and global competitiveness, and which policies may help*
15 *or hinder in reaching broad educational goals.*
- 16 (F) *The history of social security and Medicare in providing*
17 *benefits for older Americans, the challenges of funding these*
18 *programs, and policies that further or hinder the programs’*
19 *viability.*
- 20 (G) *Use of natural resources, such as water and minerals, in a*
21 *world of expanding population and need.*
- 22 (H) *The role of roads, highways, inner-city mass transit, and*
23 *high-speed rail in our economy.*
- 24 (I) *Energy policies and the role of economic development and*
25 *climate change.*
- 26 (J) *The role of American foreign policy and security policy.*
- 27 (K) *The government’s desire to protect Americans through*
28 *access to information necessary for national security versus*
29 *protection of privacy rights for Americans.*
- 30 (L) *Immigration policy.*
- 31 (M) *The proper role of our armed forces in furthering American*
32 *national security and interests.*
- 33 (N) *International relations, the nature of threats to American*
34 *security, and how those threats may be interpreted and addressed.*
- 35 (O) *The need for, and role of, American military action in other*
36 *regions, for security or humanitarian purposes.*
- 37 (d) *The Superintendent and state board shall require that high*
38 *school students demonstrate proficiency in their knowledge of our*
39 *history, government, and legal system, as it developed over time*

1 *and in comparison to the history, forms of government, and legal*
2 *systems of other countries.*

3 SEC. 2. Section 51225.3 of the Education Code, as amended
4 by Section 2 of Chapter 324 of the Statutes of 2013, is amended
5 to read:

6 51225.3. (a) A pupil shall complete all of the following while
7 in grades 9 to 12, inclusive, in order to receive a diploma of
8 graduation from high school:

9 (1) At least the following numbers of courses in the subjects
10 specified, each course having a duration of one year, unless
11 otherwise specified:

12 (A) Three courses in English.

13 (B) Two courses in mathematics.

14 (C) Two courses in science, including biological and physical
15 sciences.

16 (D) Three courses in social studies, including United States
17 history and geography; world history, culture, and geography; a
18 one-semester course in American government and civics until the
19 end of the 2018–19 school year; commencing with the 2019–20
20 school year, a course in American government and civics; and a
21 one-semester course in economics.

22 (E) One course in visual or performing arts, foreign language,
23 or, commencing with the 2012–13 school year, career technical
24 education.

25 (i) For purposes of satisfying the requirement specified in this
26 subparagraph, a course in American Sign Language shall be
27 deemed a course in foreign language.

28 (ii) For purposes of this subparagraph, “a course in career
29 technical education” means a course in a district-operated career
30 technical education program that is aligned to the career technical
31 model curriculum standards and framework adopted by the state
32 board, including courses through a regional occupational center
33 or program operated by a county superintendent of schools or
34 pursuant to a joint powers agreement.

35 (iii) This subparagraph does not require a school or school
36 district that currently does not offer career technical education
37 courses to start new career technical education programs for
38 purposes of this section.

39 (iv) If a school district or county office of education elects to
40 allow a career technical education course to satisfy the requirement

1 imposed by this subparagraph, the governing board of the school
2 district or county office of education, before offering that
3 alternative to pupils, shall notify parents, teachers, pupils, and the
4 public at a regularly scheduled meeting of the governing board of
5 all of the following:

6 (I) The intent to offer career technical education courses to fulfill
7 the graduation requirement specified in this subparagraph.

8 (II) The impact that offering career technical education courses,
9 pursuant to this subparagraph, will have on the availability of
10 courses that meet the eligibility requirements for admission to the
11 California State University and the University of California, and
12 whether the career technical education courses to be offered
13 pursuant to this subparagraph are approved to satisfy those
14 eligibility requirements. If a school district elects to allow a career
15 technical education course to satisfy the requirement imposed by
16 this subparagraph, the school district shall comply with subdivision
17 (m) of Section 48980.

18 (III) The distinction, if any, between the high school graduation
19 requirements of the school district or county office of education,
20 and the eligibility requirements for admission to the California
21 State University and the University of California.

22 (F) Two courses in physical education, unless the pupil has been
23 exempted pursuant to the provisions of this code.

24 (2) Other coursework requirements adopted by the governing
25 board of the school district.

26 (b) The governing board, with the active involvement of parents,
27 administrators, teachers, and pupils, shall adopt alternative means
28 for pupils to complete the prescribed course of study that may
29 include practical demonstration of skills and competencies,
30 supervised work experience or other outside school experience,
31 career technical education classes offered in high schools, courses
32 offered by regional occupational centers or programs,
33 interdisciplinary study, independent study, and credit earned at a
34 postsecondary educational institution. Requirements for graduation
35 and specified alternative modes for completing the prescribed
36 course of study shall be made available to pupils, parents, and the
37 public.

38 (c) On or before July 1, 2017, the department shall submit a
39 comprehensive report to the appropriate policy committees of the
40 Legislature on the addition of career technical education courses

1 to satisfy the requirement specified in subparagraph (E) of
2 paragraph (1) of subdivision (a), including, but not limited to, the
3 following information:

4 (1) A comparison of the pupil enrollment in career technical
5 education courses, foreign language courses, and visual and
6 performing arts courses for the 2005–06 to 2011–12 school years,
7 inclusive, to the pupil enrollment in career technical education
8 courses, foreign language courses, and visual and performing arts
9 courses for the 2012–13 to 2016–17 school years, inclusive.

10 (2) The reasons, reported by school districts, that pupils give
11 for choosing to enroll in a career technical education course to
12 satisfy the requirement specified in subparagraph (E) of paragraph
13 (1) of subdivision (a).

14 (3) The type and number of career technical education courses
15 that were conducted for the 2005–06 to 2011–12 school years,
16 inclusive, compared to the type and number of career technical
17 education courses that were conducted for the 2012–13 to 2016–17
18 school years, inclusive.

19 (4) The number of career technical education courses that
20 satisfied the subject matter requirements for admission to the
21 University of California or the California State University.

22 (5) The extent to which the career technical education courses
23 chosen by pupils are aligned with the California Career Technical
24 Education Standards, and prepare pupils for employment, advanced
25 training, and postsecondary education.

26 (6) The number of career technical education courses that also
27 satisfy the visual and performing arts requirement, and the number
28 of career technical education courses that also satisfy the foreign
29 language requirement.

30 (7) Annual pupil dropout and graduation rates for the 2011–12
31 to 2014–15 school years, inclusive.

32 (d) For purposes of completing the report described in
33 subdivision (c), the Superintendent may use existing state resources
34 and federal funds. If state or federal funds are not available or
35 sufficient, the Superintendent may apply for and accept grants,
36 and receive donations and other financial support from public or
37 private sources for purposes of this section.

38 (e) For purposes of completing the report described in
39 subdivision (c), the Superintendent may accept support, including,
40 but not limited to, financial and technical support, from high school

1 reform advocates, teachers, chamber organizations, industry
2 representatives, research centers, parents, and pupils.

3 (f) This section shall become inoperative on the earlier of the
4 following two dates:

5 (1) On July 1, immediately following the first fiscal year after
6 the enactment of the act that adds this paragraph in which the
7 number of career technical education courses that, as determined
8 by the department, satisfy the foreign language requirement for
9 admission to the California State University and the University of
10 California is at least twice the number of career technical education
11 courses that meet these admission requirements as of January 1,
12 2012. This section shall be repealed on the following January 1,
13 unless a later enacted statute, that becomes operative on or before
14 that date, deletes or extends the dates on which it becomes
15 inoperative and is repealed. It is the intent of the Legislature that
16 new career technical education courses that satisfy the foreign
17 language requirement for admission to the California State
18 University and the University of California focus on world
19 languages aligned with career preparation, emphasizing real-world
20 application and technical content in related career and technical
21 education courses.

22 (2) On July 1, 2017, and, as of January 1, 2018, is repealed,
23 unless a later enacted statute, that becomes operative on or before
24 January 1, 2018, deletes or extends the dates on which it becomes
25 inoperative and is repealed.

26 SEC. 3. Section 51225.3 of the Education Code, as amended
27 by Section 3 of Chapter 324 of the Statutes of 2013, is amended
28 to read:

29 51225.3. (a) A pupil shall complete all of the following while
30 in grades 9 to 12, inclusive, in order to receive a diploma of
31 graduation from high school:

32 (1) At least the following numbers of courses in the subjects
33 specified, each course having a duration of one year, unless
34 otherwise specified:

35 (A) Three courses in English.

36 (B) Two courses in mathematics.

37 (C) Two courses in science, including biological and physical
38 sciences.

39 (D) Three courses in social studies, including United States
40 history and geography; world history, culture, and geography; a

1 one-semester course in American government and civics until the
2 end of the 2018–19 school year; commencing with the 2019–20
3 school year, a course in American government and civics; and a
4 one-semester course in economics.

5 (E) One course in visual or performing arts or foreign language.
6 For purposes of satisfying the requirement specified in this
7 subparagraph, a course in American Sign Language shall be
8 deemed a course in foreign language.

9 (F) Two courses in physical education, unless the pupil has been
10 exempted pursuant to the provisions of this code.

11 (2) Other coursework requirements adopted by the governing
12 board of the school district.

13 (b) The governing board, with the active involvement of parents,
14 administrators, teachers, and pupils, shall adopt alternative means
15 for pupils to complete the prescribed course of study that may
16 include practical demonstration of skills and competencies,
17 supervised work experience or other outside school experience,
18 career technical education classes offered in high schools, courses
19 offered by regional occupational centers or programs,
20 interdisciplinary study, independent study, and credit earned at a
21 postsecondary educational institution. Requirements for graduation
22 and specified alternative modes for completing the prescribed
23 course of study shall be made available to pupils, parents, and the
24 public.

25 (c) If a pupil completed a career technical education course that
26 met the requirements of subparagraph (E) of paragraph (1) of
27 subdivision (a) of Section 51225.3, as amended by the act adding
28 this section, before the inoperative date of that section, that course
29 shall be deemed to fulfill the requirements of subparagraph (E) of
30 paragraph (1) of subdivision (a) of this section.

31 (d) This section shall become operative upon the date that
32 Section 51225.3, as amended by the act adding this section,
33 becomes inoperative.

34 SEC. 4. Section 60850 of the Education Code is amended to
35 read:

36 60850. (a) The Superintendent, with the approval of the state
37 board, shall develop a high school exit examination in English
38 language arts and mathematics in accordance with the statewide
39 academically rigorous content standards adopted by the state board
40 pursuant to Section 60605. To facilitate the development of the

1 examination, the Superintendent shall review any existing high
2 school subject matter examinations that are linked to, or can be
3 aligned with, the statewide academically rigorous content standards
4 for English language arts and mathematics adopted by the state
5 board. By October 1, 2000, the state board shall adopt a high school
6 exit examination that is aligned with statewide academically
7 rigorous content standards.

8 (b) The Superintendent, with the approval of the state board,
9 shall develop an additional section to be included in the high school
10 exit examination that tests United States history and government
11 in accordance with the statewide academically rigorous content
12 standards for history-social science adopted by the state board
13 pursuant to Section 60605. Before the adoption by the state board,
14 the Superintendent shall subject the United States history and
15 government section to the field testing and review requirements
16 specified in subdivisions (d) and (e). By January 1, 2017, the state
17 board shall adopt a United States history and government section
18 developed pursuant to this subdivision for inclusion in the high
19 school exit examination.

20 (c) The Superintendent, with the approval of the state board,
21 shall establish a High School Exit Examination Standards Panel
22 to assist in the design and composition of the exit examination and
23 to ensure that the examination is aligned with statewide
24 academically rigorous content standards. Members of the panel
25 shall include, but are not limited to, teachers, administrators, school
26 board members, parents, and the general public. Members of the
27 panel shall serve without compensation for a term of two years
28 and shall be representative of the state's ethnic and cultural
29 diversity and gender balance. The Superintendent shall also make
30 the best effort to ensure representation of the state's diversity
31 relative to urban, suburban, and rural areas. The department shall
32 provide staff to the panel.

33 (d) The Superintendent shall require that the examination be
34 field tested before actual implementation to ensure that the
35 examination is free from bias and that its content is valid and
36 reliable.

37 (e) Before the state board adopts the exit examination, the
38 Superintendent shall submit the examination to the Statewide Pupil
39 Assessment Review Panel established pursuant to Section 60606.
40 The panel shall review all items or questions to ensure that the

1 content of the examination complies with the requirements of
2 Section 60614.

3 (f) The exit examination prescribed in subdivisions (a) and (b)
4 shall conform to the following standards or it shall not be required
5 as a condition of graduation:

6 (1) The examination may not be administered to a pupil who
7 did not receive adequate notice as provided for in paragraph (2)
8 of subdivision (g) regarding the test.

9 (2) The examination, regardless of federal financial participation,
10 shall comply with Title VI of the Civil Rights Act (42 U.S.C. Sec.
11 2000d et seq.), its implementing regulations (34 C.F.R. Part 100),
12 and the Equal Educational Opportunities Act of 1974 (20 U.S.C.
13 Sec. 1701).

14 (3) The examination shall have instructional and curricular
15 validity.

16 (4) The examination shall be scored as a criterion referenced
17 examination.

18 (g) For purposes of this section, the following terms have the
19 following meanings:

20 (1) “Accommodations” means any variation in the assessment
21 environment or process that does not fundamentally alter what the
22 test measures or affect the comparability of scores.
23 “Accommodations” may include variations in scheduling, setting,
24 aids, equipment, and presentation format.

25 (2) “Adequate notice” means that the pupil and his or her parent
26 or guardian have received written notice, at the commencement
27 of the pupil’s 9th grade, and each year thereafter through the annual
28 notification process established pursuant to Section 48980, or if a
29 transfer pupil, at the time the pupil transfers. A pupil who has taken
30 the exit examination in the 10th grade is deemed to have had
31 “adequate notice” as defined in this paragraph.

32 (3) “Curricular validity” means that the examination tests for
33 content found in the instructional textbooks. Fo purposes of this
34 section, any textbook or other instructional material adopted
35 pursuant to this code and consistent with the state’s adopted
36 curriculum frameworks shall be deemed to satisfy this definition.

37 (4) “Instructional validity” means that the examination is
38 consistent with what is expected to be taught. For purposes of this
39 section, instruction that is consistent with the state’s adopted

1 curriculum frameworks for the subjects tested shall be deemed to
2 satisfy this definition.

3 (5) “Modification” means any variation in the assessment
4 environment or process that fundamentally alters what the test
5 measures or affects the comparability of scores.

6 (h) The examination shall be offered to individuals with
7 exceptional needs, as defined in Section 56026, in accordance with
8 paragraph (17) of subsection (a) of Section 1412 of Title 20 of the
9 United States Code and Section 794 and following of Title 29 of
10 the United States Code. Individuals with exceptional needs shall
11 be administered the examination with appropriate accommodations,
12 where necessary.

13 (i) Nothing in this chapter prohibits a school district from
14 requiring pupils to pass additional exit examinations approved by
15 the governing board of the school district as a condition for
16 graduation.

17 SEC. 5. Section 60851 of the Education Code is amended to
18 read:

19 60851. (a) Commencing with the 2003–04 school year and
20 each school year thereafter, each pupil completing grade 12 shall
21 successfully pass the high school exit examination as a condition
22 of receiving a diploma of graduation or a condition of graduation
23 from high school. Commencing with the 2020–21 school year and
24 each school year thereafter, each pupil completing grade 12 shall,
25 in addition to successfully passing the English language arts and
26 mathematics sections of the high school exit examination,
27 successfully pass the United States history and government section
28 of the high school exit examination adopted by the state board
29 pursuant to subdivision (b) of Section 60850. Funding for the
30 administration of the high school exit examination shall be
31 provided for in the annual Budget Act. The Superintendent shall
32 apportion funds appropriated for this purpose to enable school
33 districts to meet the requirements of this subdivision and
34 subdivisions (b), (c), and (d). The state board shall establish the
35 amount of funding to be apportioned per test administered, based
36 on a review of the cost per test.

37 (b) Each pupil shall take the high school exit examination in
38 grade 10 beginning in the 2001–02 school year and may take the
39 examination during each subsequent administration, until each
40 section of the examination has been passed. Commencing with the

1 2018–19 school year, each pupil shall take the high school exit
2 examination, including the United States history and government
3 section adopted by the state board pursuant to subdivision (b) of
4 Section 60850, in grade 10 and may take the examination during
5 each subsequent administration, until each section of the
6 examination has been passed.

7 (c) (1) At the parent or guardian’s request, a school principal
8 shall submit a request for a waiver of the requirement to
9 successfully pass the high school exit examination to the governing
10 board of the school district for a pupil with a disability who has
11 taken the high school exit examination with modifications that
12 alter what the test measures and has received the equivalent of a
13 passing score on one, two, or all subject matter parts of the high
14 school exit examination. A governing board of a school district
15 may waive the requirement to successfully pass one, two, or all
16 subject matter parts of the high school exit examination for a pupil
17 with a disability if the principal certifies to the governing board
18 of the school district that the pupil has all of the following:

19 (A) An individualized education program adopted pursuant to
20 the federal Individuals with Disabilities Education Act (20 U.S.C.
21 Sec. 1400 et seq.) or a plan adopted pursuant to Section 504 of the
22 federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)) in place
23 that requires the accommodations or modifications to be provided
24 to the pupil when taking the high school exit examination.

25 (B) Sufficient high school level coursework either satisfactorily
26 completed or in progress in a high school level curriculum
27 sufficient to have attained the skills and knowledge otherwise
28 needed to pass the high school exit examination.

29 (C) An individual score report for the pupil showing that the
30 pupil has received the equivalent of a passing score on the high
31 school exit examination while using a modification that
32 fundamentally alters what the high school exit examination
33 measures as determined by the state board.

34 (2) A school district shall report to the state board, in a manner
35 and by a date determined by the Superintendent, the number and
36 characteristics of waivers reviewed, granted, and denied under this
37 subdivision and any additional information determined to be in
38 furtherance of this subdivision.

39 (d) The high school exit examination shall be offered in each
40 public school and state special school that provides instruction in

1 grades 10, 11, or 12, on the dates designated by the Superintendent.
2 An exit examination may not be administered on any date other
3 than those designated by the Superintendent as examination days
4 or makeup days.

5 (e) The results of the high school exit examination shall be
6 provided to each pupil taking the examination within eight weeks
7 of the examination administration and in time for the pupil to take
8 any section of the examination not passed at the next
9 administration. A pupil shall take again only those parts of the
10 examination he or she has not previously passed and shall not
11 retake any portion of the exit examination that he or she has
12 previously passed.

13 (f) Supplemental instruction shall be provided to any pupil who
14 does not demonstrate sufficient progress toward passing the high
15 school exit examination. To the extent that school districts have
16 aligned their curriculum with the state academic content standards
17 adopted by the state board, the curriculum for supplemental
18 instruction shall reflect those standards and shall be designed to
19 assist the pupils to succeed on the high school exit examination.
20 This chapter does not require the provision of supplemental
21 services using resources that are not regularly available to a school
22 or school district, including summer school instruction provided
23 pursuant to Section 37252. In no event shall any action taken as a
24 result of this subdivision cause or require reimbursement by the
25 Commission on State Mandates. Sufficient progress shall be
26 determined on the basis of either of the following:

27 (1) The results of the assessments administered pursuant to
28 Article 4 (commencing with Section 60640) of Chapter 5 of Part
29 33 and the minimum levels of proficiency adopted by the state
30 board pursuant to Section 60648.

31 (2) The grades of the pupil and other indicators of academic
32 achievement designated by the school district.

33 SEC. 6. If the Commission on State Mandates determines that
34 this act contains costs mandated by the state, reimbursement to
35 local agencies and school districts for those costs shall be made
36 pursuant to Part 7 (commencing with Section 17500) of Division
37 4 of Title 2 of the Government Code.